



Ontario College Quality Assurance Service

Service de l'assurance de la qualité des
collèges de l'Ontario

COLLEGE QUALITY ASSURANCE AUDIT PROCESS (CQAAP)

AUDIT REPORT

CANADORE COLLEGE

DATE OF SITE VISIT: March 18-20, 2024

SUBMISSION DATE: April 18, 2024

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APPROVAL OF THE AUDIT REPORT


This report represents the findings of the College Quality Assurance Audit Process for **Canadore College**.

This report has been prepared, reviewed, and accepted by all parties to the Audit, including the college President, members of the audit panel, and the Chair of the OCQAS Management Board. The signatures of the representative parties demonstrate their acceptance of the content of this report.



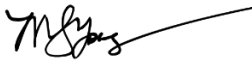
COLLEGE PRESIDENT

<p>Signature: </p>	<p>Date: September 10, 2024</p>
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CHAIR- OCQAS MANAGEMENT BOARD

<p>Charles Pankratz</p> <p>Signature: </p>	<p>Date: August 26, 2024</p>
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AUDIT PANEL MEMBERS

<p><i>Chair: David Veres</i></p> <p>Signature: </p>	<p>Date: April 29, 2024</p>
<p><i>Panelist: Geoff Cudmore</i></p> <p>Signature: </p>	<p>Date: April 29, 2024</p>
<p><i>Panelist: Mel Young</i></p> <p>Signature: </p>	<p>Date: May 3, 2024</p>



STIPULATIONS

1. Commendations

Clear statements that articulate areas where the college has shown exemplary or leadership in the field of quality assurance and improvement. These are mechanisms that are especially good and may be worthy of emulation by other colleges in the system. (Ensure that the commendable quality assurance mechanisms are provided within their context and have sufficient detail to be clear to any reader.)

- Commendation #1 (R1.1) The audit panel commends the college on the enthusiasm with which the members of the Board of Governors embraced the role of the college's Program Advisory Committees (PACs). Board members said how integral the PAC reports were to their view of overall quality of college programs and the relevance of the college offerings. They also said that as ambassadors of the college in the community they felt a duty to make the President aware of individuals from industry and the community who could be excellent potential PAC members.
- Commendation #2 (R1.2) The audit panel commends the college on its extensive commitment to program currency. Based on a clear vision from the VPA, the college has developed a comprehensive approach involving six different components that address the various elements of program quality. As an organization the college clearly understand the multiple factors that contribute to program excellence and student success. This inclusive approach supports "buy in" from all areas of the organization and is a representation of a strong quality assurance culture.
- Commendation #3 (R1.4) The audit panel commends the college on the utilization of metrics presented through user-friendly dashboards. The audit panel heard from leaders across the institution about how these dashboards allow them to make informed decisions in harmony with the organization's strategic objectives and operational targets.
- Commendation #4 (R1.7) The audit panel commends the college on the adoption of automated systems for critical processes, including approval workflows and faculty performance evaluations. The audit panel heard praise about these systems making the workload more efficient and manageable.
- Commendation #5 (5.8) The audit panel commends the college on its commitment to quality assurance processes with their partner institutions. The audit panel noted the use of consistent mechanisms and tools, regular meetings with academic and non-academic areas to ensure the high level of quality in programs. As well, the audit panel noted that the college has made a substantial human resource commitment to support these partnerships.
- Commendation #6 (R6.1) The audit panel commends the college on the value it places on the authentic evaluation of all full and other than full-time faculty in accordance with Canadore policy. This, and the tracking of the evaluation process by HR (Performance Review Tracking spreadsheet), all which clearly demonstrates the



college's deep commitment to teaching and learning as the centre of all the college does.

2. Affirmations

Provide clear statements that articulate areas where the college itself has found a weakness, identified the weakness, and intends to correct it (a plan of action has already been articulated). In effect, this is affirming the college's judgment and findings of its own Self-Study.

- *Standard Requirement 1.5:* The audit panel affirms the college's identification for a "need to make deliberate links between program review recommendations and annual business plan actions". It was evident from the conversations that the program review recommendations were highly valued and used in various decision-making. Identifying ways in which this link can be formalized and incorporated into the college processes would heighten their utilization and demonstrate the connection between quality assurance and the business plan to stakeholders.
- *Standard Requirement 4.2:* The audit panel affirms the college's commentary related to a continued effort to "revise faculty development program to support engagement". Although identified here in Standard 4, the audit panel feel that this can be addressed through a variety of avenues. Certainly, the college's continued growth in research related activities will create opportunities for experimentation and innovation, as well as a focus on engagement and collaborative sharing efforts that can be coordinated through ACE. The college's recently launched performance review process is another avenue to solicit feedback on ways to support these efforts and re-enforce the college's commitment to faculty. Although the college has identified this as an area for improvement, the audit panel would like to applaud the work to date in this area, as it sets a strong foundation to build off.
- *Standard Requirement 5.6:* The audit panel affirms the colleges desire to "expedite approvals and making updated policies publicly available". It was noted that the shift in policy review responsibility to ACE will likely support this effort and encourage the college to review the present processes to better understanding what elements may be creating the delay, and look for way to expedite the process.

3. Recommendations

Provide clear statements that articulate areas as needing improvement. Recommendations may also be made in relation to areas of concern identified by the college in its Self-Study, and for which no plan of action has been articulated by the college.

- *Standard Requirement 1.2:* The present process for program suspension appears to be informal and ad hoc. Formalizing the process in policy and procedure will support effective decision making.
- *Standard Requirement 1.6:* Although communication of changes was identified within the PQA policy, there was limited evidence of this occurring. Formalizing the present



processes and expanding their implementation to include external partners (i.e. PAC, Industry Partners) will ensure that all invested parties are communicated to within a timely manner.

- *Standard Requirement 3.3:* While many PAC members were aware of a PAC information package, they stated no formal orientation existed. Formalizing the process with a clear understanding of roles, responsibilities, and expectations will support effective PAC onboarding.
- *Standard Requirement 4.3:* Although students were generally pleased with the quality and expeditious nature of feedback, there was a level of uncertainty of expectation on timeliness of feedback. Formalizing this process and ensuring it is part of all course outlines and program manuals will support consistency across all programs.
- *Standard Requirement 5.2:* As the college continue to implement the centralized role of ACE in policy and procedure review and development, it will be important to identify process barriers that slow the approval process and look for solutions that will expedite policy implementation.

CONCLUSIONS

General comments and summary of the findings of the audit panel.

Canadore College has developed a strong organizational culture of quality assurance that is centred on student success and is grounded in continuous improvement and reflective practice. The audit panel was made aware of numerous formal and informal mechanisms to gather feedback from students, staff, and external partners. The audit panel also noted that these mechanisms were driven from a variety of sources, both top-down and bottom-up in the organization. It appears that the desire to ask, “how are we doing?” is something that is part of the Canadore culture.

Quality assurance has been highlighted by the centralization of processes through the Academic Center of Excellence (ACE). These changes have not only strengthened the department’s role in leading the college’s quality portfolio, (faculty development, program development, program review, academic policies, and other quality processes) these changes have also clarified the role of the department for the college community. The additional investment in staff (curriculum specialists and LMS Support) is also noted.

And finally, the audit panel recognizes the centralization of program lifecycle management within the (ACE), ensuring a cohesive and uniform approach across the various program lifecycle phases. The focus on centralizing these crucial processes and key documents within ACE is commendable, as it underscores a commitment to excellence and continuous improvement in program quality assurance. The audit panel noted that the college’s present



process for program review and program development demonstrates a high degree of awareness of the role that various internal and external partners can play in supporting and ensuring quality in the programs. The college's effort to engage individuals and groups, is both sincere and genuine.

Audit Results

Standard	Result		
1	<input checked="" type="checkbox"/> Met	<input type="checkbox"/> Partially Met	<input type="checkbox"/> Not Met
2	<input checked="" type="checkbox"/> Met	<input type="checkbox"/> Partially Met	<input type="checkbox"/> Not Met
3	<input checked="" type="checkbox"/> Met	<input type="checkbox"/> Partially Met	<input type="checkbox"/> Not Met
4	<input checked="" type="checkbox"/> Met	<input type="checkbox"/> Partially Met	<input type="checkbox"/> Not Met
5	<input checked="" type="checkbox"/> Met	<input type="checkbox"/> Partially Met	<input type="checkbox"/> Not Met
6	<input checked="" type="checkbox"/> Met	<input type="checkbox"/> Partially Met	<input type="checkbox"/> Not Met

Audit Decision:

- Mature Effort
- Organized Effort
- Formal Effort